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ABSTRACT

This two-part module was prepared to assist instructors in designing and implementing a peer tutoring program. After introductory material and the presentation of a rationale for peer tutoring, Part I begins by stating learning objectives and providing a pretest. It then presents an overview of peer tutoring, outlining a systematic tutoring program. This section continues with a description of five steps in an implementation procedure, including the selection and recruitment of tutors, the identification of instructional resources, the determination of who will be served, and the evaluation and modification of the tutoring program. A sample evaluation questionnaire is included. Part II, a peer tutoring manual, begins with an introduction to the concept of peer tutoring and nine learning objectives. After the tutors' pretest, the manual suggests ten learning activities for the tutor which focus on subject matter review, personal attitude assessment, investigation of the tutor's role, hypothetical tutoring situations, designing learning activities for tutees, identifying additional resources, record keeping, and a personal growth seminar. The manual concludes with a pretest. Appendices include answer keys, papers on the role of a tutor and on the community college student, a description of a procedure for a tutoring assignment, discussions and exercises related to tutorial problems and potential solutions, suggestions for record keeping, and an essay on writing tutorial objectives. (KL)

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DEVELOPING A PEER TUTORING PROGRAM:

A SELF-INSTRUCTIONAL MODULE

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INTRODUCTION

Research in education has brought about a new interest in the influences of student-to-student relationships (peer helpers) in the educational process. Roueche and Snow (1977, p. 123) pointed out that this interest is based on the belief that peers cast in a helping role have a natural empathy for the concerns and interests of their "friends," and this concern makes a real difference in facilitating student learning. They added that high-risk or nontraditional students value their peers' opinions and intuitively trust that individuals with similar experiences understand them better and are, therefore, more capable of recommending solutions to their academic problems.

Based on the aforementioned statements, the purpose of this module is to assist instructors in systematically designing and implementing a peer tutoring program that research (Roueche and Snow, 1977; Snow and Linquist, 1977; and Wiliams, 1978) indicates is an essential component of any successful community college instructional delivery system.

To accomplish its purpose, the module has been divided into two sections. Part A is an overview of the basic concepts you must understand before implementing a program. Part B is a detailed self-instructional packet that can be given to tutors; or it may be used as a guideline for an individual wishing to develop or modify an existing program.

RATIONALE

The traditional teacher-dominated classroom has been unsuccessful in promoting student achievement, retention, and in developing positive attitudes in learners. An instructor who is concerned about this problem must explore nontraditional modes of instruction to ensure that the institution provides more effective services for students. It also appears that no matter how concerned an instructor is, singly he or she cannot accommodate the individual differences encountered in the community college classroom. Therefore, additional instructional assistance is needed, both inside and outside the classroom. Peer tutoring is one way of providing that assistance.

PART A: LEARNING THE CONCEPTS

LEARNING OBJECTIVES

After successfully completing this module, you should be able to:

1. List two or more ways tutors can be utilized inside and/or outside the classroom to assist you in achieving your course objectives.
2. Write out a step-by-step procedure explaining how to implement a peer tutoring program.
3. Develop one or more methods to monitor a tutor's progress.
4. Identify one or more colleagues interested in facilitating student learning and discuss with them why peer tutoring is needed in the community college classroom.

PRETEST

Please answer the following questions. If you answer all the questions correctly, turn directly to Part B or first review Part A. If you missed any of the questions, please read Part A before going on to Part B. The answer key is located at the back of this module.

1. List two or more ways that you can utilize tutors inside and/or outside the classroom to assist you in achieving your course objectives.
2. Write out a step-by-step procedure describing how you would start a peer tutoring program.

3. Write out one or more methods for monitoring a tutor's progress.
4. If you had to participate in a discussion on why peer tutoring is a needed instructional assistance technique with several of your colleagues, what major points would you discuss?

OVERVIEW

Peer tutoring is an invaluable and workable support service that contributes to a successful instructional program (Roueche and Snow, 1977; Roueche and Roueche, 1977; and Williams, 1978). However, Roueche and Snow advised that just the recruitment of tutors does not guarantee student success. They pointed out that programs selecting tutors on observable and measureable criteria were the most successful. Snow and Linquist (1977) supported this viewpoint.

Moore (1976) also agreed with Roueche and Snow's findings, and he added that effective tutoring must be systematic. In order to develop a systematic tutoring program, Moore (1976, p. 28) suggested that tutors should:

1. have diagnostic information about students.
2. know the goals of the student and the objectives of the course.
3. have access to the same institutional resources as the instructor.
4. meet frequently with the instructor to discuss students' progress.
5. have opportunities to visit the instructor's classroom in

order to observe teaching style and methodology.

6. be able to examine how the instructor constructs tests, awards grades, and makes assignments.
7. not be excluded from any orientation for the instructional staff which focuses on high-risk students.
8. have course outlines, syllabi, examination schedules, and other pertinent information concerning the course.

Moore went on to say that:

1. tutors must not exhibit negative attitudes toward high-risk students.
2. tutors must be competent, sensitive, and represent all ethnic groups.
3. tutors are used to supplement, not replace, classroom instruction.

At this point, it is hoped that you are open to the possibility that peer tutoring can aid you in achieving your instructional goals. Assuming this is the case, the next section will concern how to implement a peer tutoring program.

Exercise 1

In order to ensure that this module will meet your needs, it is suggested that you:

1. List five or more tasks you would like students to be able to perform after a specific period of instruction and/or after your direct influence on them has ended.
2. Evaluate your present instructional delivery system to determine if peer tutors would be helpful in assisting you to

accomplish your course objectives.

IMPLEMENTING A PEER TUTORING PROGRAM

It was mentioned earlier that research indicates that a successful tutorial program must be systematic and tutors must be chosen on observable and measureable criteria. Based on this information and the author's years of experience in facilitating student learning and developing peer tutoring programs, the following procedure is advisable.

Step #1 - Diagnose and Assume the Responsibility for Correcting the Problem.

First, the professor must evaluate his or her present delivery system and realize that additional instructional assistance is needed to accommodate the individual differences encountered in a community college classroom. Next, recruit two or more competent tutors to serve as members of your instructional resource team. These individuals should possess the following traits:

1. Knowledgeable - Tutors must have earned B or better in the class they plan to tutor and/or be able to demonstrate mastery of the course content.
2. People-oriented - Tutors must be genuinely concerned and care about human beings to the extent they are willing to make an effort to facilitate their academic growth.
3. Responsible - Tutors should take pride in doing assignments diligently.

4. Personable - Tutors should be pleasant, likeable, and possess the interpersonal skills needed to get along with different types of personalities.

There are several ways in which a tutor who is knowledgeable, people-oriented, responsible, and personable can be identified. However, the most effective method is to select your former students because this ensures that the tutor understands your teaching methodology and you know his or her capabilities. In utilizing this technique, it is suggested that you identify those individuals who:

1. other students always ask questions.
2. understood the material presented in the course rather than memorized it.
3. plan to pursue a career in public and human services.
4. possess a warm, pleasant, and genuinely likeable personality.

It should be noted that the earlier you can identify potential tutors, the greater your chances are of recruiting competent individuals. In other words, early recruitment of tutors will enable you to better evaluate their capabilities and it will also give you the opportunity to influence their final decision.

During the recruitment process, it is important to make the potential tutor aware that tutoring can benefit him or her as well as the tutee. Some of the possible benefits you could mention are:

1. Interaction with their peers should enhance both their enjoyment and sense of accomplishment in assisting someone obtain their educational goals.
2. The ability to explain how to solve a problem increases their

understanding of the problem and their competence in the subject area.

3. Tutoring may help them to decide if they have the interpersonal skills required for a career in public and human services.

4. Tutoring is an employable job skill. Potential tutors could be told that colleges and individuals hire tutors and that an individual who could document that he or she has tutorial experiences increases their chances of being hired. This documentation could be in the form of a grade in a course designed to train tutors or a letter of recommendation from you.

Also, depending on the resources and flexibility of your institution, potential tutors could be told:

5. They will be paid. In this case, students could be paid by the institution or through a federally assisted work-study program.

6. They will earn college credit. This credit could be in the form of an entire course devoted to the training of tutors or tutoring a specific number of hours could be substituted for writing a paper or examination.

Step #2 - Define Goals and Roles

Once tutors have been selected, the instructor must meet with these individuals to discuss his or her instructional goals and the importance of the tutors in achieving these goals. This initial

meeting should be low-keyed to ensure success and provide opportunities to develop trust, credibility, and respect among the instructor and tutors.

Also, at this stage, roles and lines of responsibility must be clearly defined. It is important that every individual understands his or her role in the total instructional program and that he or she will be held accountable for carrying out their assigned duties.

Step #3 - Eliminate Problems and Identify Additional Resources

Problems must be eliminated and additional resources identified. For example, tutors who could not commit themselves to the goals of the peer tutoring program would be given the opportunity to withdraw their membership from the resource team. Also, additional resources and/or possible management problems must be identified. In general, answers must be sought to the following questions:

1. Where will tutoring sessions be held?
2. If students are paid, who is responsible for time sheets?
3. How much will you participate in tutoring sessions?
4. What materials must be located in the room designated for tutoring?
5. Are resources available or is there an individual on the campus that can be utilized as a tutoring supervisor?
6. Should this be a departmental or individual project?
7. How many individuals or classes will receive tutoring?

Since instructional goals and objectives differ within a given department or college, the aforementioned items must be considered only as

a list of possible problems to be identified and not as a complete list. Use the ones that apply, and add any additional ones you deem necessary.

Step #4 - Determine and Select Possible Solutions

Using all available resources (especially discussions with tutors), the instructor must decide on what final courses of action must be taken to ensure that peer tutoring becomes a useful and meaningful instructional support system for students. It must be emphasized that you should begin with a program that you can both manage and monitor. Thus, depending on your goals and institutional resources, you could:

1. have all the students in one or more of your classes participate in tutoring on a limited basis.
2. have only those students encountering difficulties in your classroom attend regular tutoring sessions.
3. make tutorial assistance available to the general student body.

Step #5 - Implement and Evaluate

Having made all final decisions, the instructor is now ready to implement and evaluate his or her peer tutoring program. In implementing your program, all learning activities should occur in an accepting, loving, and caring environment in which tutors and tutees can realize their full potential without threat or embarrassment.

The evaluation process can be either formal or informal depending on your instructional goal and rationale for initiating the program. A formal evaluation process, involving statistical analysis, is beyond

the scope of this module. For further information in this area, it is suggested that you consult the Second Edition of Conducting Educational Research by Tuckman (1978).

Although formal evaluation techniques will not be discussed, suggestions will be given concerning the evaluation of a peer tutoring program. The process should be based on the gathering of any information that would cause you to make instructional changes or modifications in the tutoring program. Since this evaluation is for your own use, the major concern should be increasing the effectiveness of the support system. The point here is that statistically significant results or findings that have external validity are important, but they should be secondary to findings that will improve your program and thereby provide more effective services for students.

The informal evaluation consists of observing situations that occur in tutoring sessions, interpreting the results of questionnaires from tutors and tutees, interviewing tutors and tutees, and finally, analyzing all of the information. This information can then be used to determine what you are doing that contributes both to the success and failure of your program. In the event you decide to use a questionnaire, the following is a suggested format:

1. Please indicate how you feel about the following statements by writing the appropriate letter(s) directly after the statement:

   SA = strongly agree SD = strongly disagree

   A = agree D = disagree

   a. Assuming that I had some free time, I would go to a

tutoring session to improve my (fill in the subject).

b. Tutoring is a total waste of my time.

c. I feel that tutoring helped to improve my grades.

d. Based on my experiences with the tutor and tutoring sessions, I will probably never attend another tutoring session.

e. Tutoring helped me to realize that I can do (fill in your subject area).

f. I am glad the rest of my teachers do not use tutors.

2. What I like most about tutoring was _____

_____.

3. What I liked least about tutoring was _____

_____.

4. If I were in charge of this tutoring program I would improve it by _____.

Questioning and/or interviewing tutees is an evaluation of results. To evaluate the tutoring process and its affect on tutors, the tutors could be asked to complete the "Revision" form in Part B of this module. In addition, discussions concerning the effectiveness of tutoring should be held on an on-going basis with individual tutors and the entire group.

Having gathered all pertinent information, the final step is to analyze the findings and develop a plan for modifying and improving your institutional assistance program. For example, if a large percentage of the students indicate that they prefer to have tutoring on a weekend rather than a weekday, you should investigate the possibility

of having tutoring sessions on a Saturday.

In closing, it must be re-emphasized that the instructor is the key to the successful development and implementation of a peer tutoring program. If your involvement in the activities designed to assist tutors or tutees master a learning task is superficial and lacks enthusiasm, the program will probably fail. However, if your daily behavior communicates that you genuinely care about tutors and tutees to the extent that you are willing to do everything humanly possible to facilitate their personal growth, a successful program is guaranteed.

POSTTEST

Re-do the Pretest. The answer key is at the back of this module.

PART B: APPLYING THE CONCEPTS

Part B is a peer tutor training manual that has a dual purpose. It could be given to each tutor as an individualized instructional packet or it could be utilized by an instructor as a syllabus or guideline for developing a course on how to train peer tutors. If it is used as an individualized instructional packet, procedures must be developed to ensure that the tutors complete the learning activities.

TUTORIAL TRAINING MANUAL

RATIONALE

Research indicates that many community college students have negative attitudes toward learning and that these attitudes cause students to avoid further learning tasks. To correct this situation, your job as a tutor will be to decrease students' feelings of inadequacy in mastering a series of learning tasks by providing support, encouragement, and creating the proper environment for learning.

The tutors as well as tutees should benefit personally and academically from tutoring sessions. Tutors will benefit because:

1. Interaction with students should enhance both the enjoyment and sense of accomplishment of assisting someone to obtain their educational goals.
2. The ability to explain how to solve a problem increases your understanding of the particular problem and your competence in the subject area.
3. Tutoring may help you to decide if you have the skills required for a career in public and human services.

OBJECTIVES

Upon completion of the appropriate learning activities, tutors will be able to:

1. Explain (in words and/or on paper) using a step-by-step procedure, the solution to 100 percent of tutees questions, or

they should be able to obtain the answer from another resource before tutee attends the next tutoring session.

2. Assess their own feelings about whether or not they can influence tutees' attitudes towards a subject by completing a self-assessment inventory.
3. List at least two ways they can create the proper learning environment for their tutees.
4. Explain in words and/or on paper a sclution for a hypothetical situation that they could encounter while tutoring.
5. Write a tutorial objective.
6. Explain in words, write, and/or demonstrate the step-by-step procedure used to tutor a student.
7. Design and write out at least one learning activity which will improve their performance as a tutor.
8. Write at least two learning resources (within the college) that will assist them in becoming a better tutor.
9. List what should be included and/or compile a sample folder that can be used to maintain records of their tutees' progress.

PRETEST

1. Given four problems (they can be chosen by another tutor or an instructor) in your tutoring area, explain in words and/or write out a step-by-step solution for each one.
2. Complete the following modified version of a Self-Assessment Inventory On Changing Student Attitudes designed by Roueche, Washburn, and Mink.

Please circle the following responses:

SA = strongly agree
A = agree
D = disagree
SD = strongly disagree

a.	Most of the time, I feel that I can change what people believe by what I do.	SA	A	D	SD
b.	I have usually found that what people believe, they believe regardless of my actions	SA	A	D	SD
c.	I believe that a tutor should not be involved in influencing the attitudes of his or her tutees.	SA	A	D	SD
d.	To each his own. I have my values and beliefs, and students have theirs. I won't tamper with what they believe.	SA	A	D	SD
e.	Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.	SA	A	D	SD
f.	Success in changing a person's attitude seems to be more a matter of the other person's moods and feelings at the time rather than my own actions.	SA	A	D	SD
g.	If at first you don't succeed in influencing a person's attitude, try again; you can change what people think.	SA	A	D	SD
h.	There are no ways to systematically go about influencing what another person believes.	SA	A	D	SD
i.	I believe that I, as a tutor, am involved with attitude change during each tutoring session.	SA	A	D	SD
j.	Many times I feel that I have little influence over what persons in a class believe.	SA	A	D	SD
k.	Persons come into a class with certain beliefs, prejudices, and preferences, which are almost impossible to influence.	SA	A	D	SD

3. List at least two ways that can be used to create the proper learning environment for your tutees.
4. During a tutoring session, a tutee says that she wants you to do the 10 problems her instructor gave her for homework, explain in words and/or write out a solution to manage this type of situation.
5. Write a tutorial objective.
6. Explain in words, write, and/or demonstrate the step-by-step procedure that should be used to tutor a student.
7. Design and write out a learning activity that will improve your performance as a tutor.
8. Write at least two resources (within the college) that will assist you in becoming a competent tutor.
9. Make a list of what should be included and/or compile a folder that can be used to maintain records on tutees' progress.

LEARNING ACTIVITIES

The following learning activities have been designed to help you master the objectives of this module and thereby improve your performance as a tutor.

ACTIVITY #1 SUBJECT-MATTER REVIEW

Every tutor must be competent in his or her tutoring specialty. Therefore, you should:

1. Review any information that will assist you to tutor a student in a given course or subject. You could also attend the course for which you will be tutoring in order to understand the

instructor's teaching strategies.

2. Have another tutor or instructor write an examination covering your tutoring specialty.
3. Take the examination and have it graded.
4. Any problems you missed or did not understand should be reviewed and corrected.

ACTIVITY #2 PERSONAL ATTITUDE ASSESSMENT

In this activity, the tutor must assess his or her feelings concerning changing tutees attitudes toward learning. To complete this activity:

a. Before you tutor a student, complete problem #2 of the Pretest.
b. At the end of your tutoring experience, complete problem #2 again.
c. Compare the two scores on problem #2 and note any changes in your feelings regarding changing tutees attitudes toward instruction.

ACTIVITY #3 ROLE OF TUTOR

Each tutor must read "The Role of a Community College" and "The Community College Student" in Appendix B. After reading the two articles, recall orally on a tape recorder or write out on paper the major points of both articles. Next, read or play the tape for an interested tutor or instructor and discuss how a tutor can create a proper learning environment for community college students.

ACTIVITY #4 HYPOTHETICAL TUTORING SITUATIONS

Read "Tutorial Problems and Remedies" in Appendix D and complete the exercises at the end of the article.

ACTIVITY #5 CONSTRUCTING OBJECTIVES

Read "Writing Tutorial Objectives" in Appendix F and complete the exercise at the end of the article.

ACTIVITY #6 ROLE PLAYING

In this activity, you will assume the role of both tutor and tutee and be provided with suggestions to help improve your skills in tutoring. The following procedure will be used:

a. Read "A Systematic Tutoring Procedure" in Appendix C.

b. Using the seven step procedure in same article, tutor #1 will teach tutor #2 how to solve a particular problem.

c. Tutor #2 will teach tutor #1 how to find the solution to a problem.

d. Tutor #1 and tutor #2 will discuss the strengths and weaknesses of each other's presentation.

ACTIVITY #7 DESIGNING LEARNING ACTIVITIES

Your tutoring experiences should improve your own skills in your tutoring specialty and your ability to work with others. To accomplish this goal, design your own learning activity or activities that will help you to:

a. Explain how to determine the solution to any problem in your tutoring area.

b. Be able to create the proper learning environment for your tutees.

ACTIVITY #8 ADDITIONAL RESOURCES

In order to improve your competence as a tutor and familiarize yourself with the learning resources of your college, you should:

a. Identify anyone in the college (instructor, librarian, learn-

ing resource director) who can provide any additional materials that may help your tutees master their objectives.

b. Make a complete list of these materials, where to find them, and how to use them.

c. Place this information in your tutoring manual or file it in the room in which you tutor to ensure its availability when your tutees need it.

ACTIVITY #9 RECORD-KEEPING

You should maintain a file on each of your tutees. This will aid you in monitoring their progress. Also, if a tutee should change tutors, for some reason, another tutor will know exactly what the tutee problems are.

In order to complete this activity:

a. Read "Record-Keeping Suggestions" in Appendix E.

b. Complete the exercise at the end of the article.

ACTIVITY #10 PERSONAL GROWTH SEMINAR

To improve your tutoring and interaction skills:

a. Organize a group of tutors that will meet at least once a month.

b. During these meetings, you should:

1. Discuss problems encountered during your tutoring sessions.

2. Share tutoring strategies and any additional resources that you have identified.

c. Discuss any additional topics of interest to the group.

POST-TEST

After completing the learning activities, re-do the Pretest. The

answer key is in Appendix A.

REVISION

In order to improve this manual, I need your help. Please answer the following questions:

A. How helpful were the following components in assisting you to become a better tutor.

	EXTREMELY HELPFUL				NOT HELPFUL
1. Objectives	1	2	3	4	5
2. Learning Activities	1	2	3	4	5
3. Readings	1	2	3	4	5
4. Role-Playing	1	2	3	4	5
5. Tutoring students	1	2	3	4	5

B. What I liked most about this manual was:

C. What I liked least about the manual was:

D. I would improve this manual by:

E. I developed the following learning activities:

F. Additional Comments:

APPENDIX A

PRE-TEST (POST-TEST)

ANSWER SHEET

1. To determine the solution to problem 1, the person who wrote the questions or an instructor should correct your answers.
2. Determine your score by using the following key for questions 2a, e, g, i: SA=2, A=1, D=-1, SD=-2. In questions 2b, c, d, f, h, j, k, l, the key is SA=-2, A=-1, D=1, SD=2.

   Add your total score. A positive score indicates that you feel you can systematically influence student attitudes. A negative score indicates that you believe you cannot influence their attitudes.
3. A few of the possible answers could be to:
   a. Make tutees feel that you believe that they can master the subject.
   b. Make tutees feel that they are ok as human beings.
   c. Carefully monitor tutees' progress to ensure that they do not get behind in their studies.
4. One possible solution is to emphasize that it is not your job to do her homework, but you will do everything humanly possible to help her understand the concepts discussed in the homework. In some cases, you may have to do some of the student's homework in order to develop a working relationship with her. However, it should be noted that for every problem you do, she should do likewise.
5. One example of a correctly stated tutorial objective is: Given three word problems involving chemical mixtures, the tutee will be able to determine the solution by solving a linear equation, the proficiency level must be 66 percent.
6. The seven (7) steps in the tutoring process are:
   a. Greet the tutee by name and make sure that he or she knows

your name.

b. Identify the objective the tutee wishes to master.

c. Determine what the tutee already knows and what he or she does not understand.

d. Formulate a plan to assist the tutee in mastering the objective.

e. Evaluate the tutees' progress frequently by having them explain how to solve a problem.

f. Measure to see if the tutee has achieved competency at the desired level.

g. Inform student of results. If he or she did not master the objective at the completion of the tutoring session, schedule additional tutoring sessions or prescribe additional learning activities.

7. There is no correct solution. You should decide if your answer is correct.

8. Your list should contain specific additional resources. For example, instead of writing tapes, you should write the tape entitled "How To Solve A Linear Equation" which is located at the reference desk in the Library.

9. The folder should contain:

a. A "Personal Data Form."

b. Chronologically arranged "Student Progress Forms."

c. A copy of tutees' class schedule and free periods.

d. Any other materials needed to effectively tutor a student. (This will vary depending on the tutor.)

APPENDIX B

1. The Role of a Community College Tutor
2. The Community College Student

THE ROLE OF A COMMUNITY COLLEGE TUTOR

Your role as a Community College Tutor is to create an environment which decreases students' feelings of inadequacy in mastering a series of learning tasks by being perceived as a supportive, caring, and academically competent individual.

Based on experiences and research in improving community college instruction and the writings of John E. Roueche, a tutor can create the proper learning environment for community college students by:

1. Knowing students' names and treating them as unique individuals.
2. Communicating daily, weekly, and monthly expectations and goals for each tutee based on the needs of the student and/or the objectives of the given course.
3. Showing students that you genuinely care about their academic and personal growth.
4. Doing everything humanly possible to assist students in realizing their full potential without threat or embarrassment.
5. Explaining the relevancy and utility of what they are doing.
6. Being able to explain different instructional strategies, problem-solving techniques, and/or additional resources outside the classroom that may be helpful in assisting tutees to master course and personal objectives.

In conclusion, it is the responsibility of an effective community college tutor in conjunction with the instructor to assist his or her tutees in developing the basic skills and attitudes needed to facilitate their academic and personal growth.

THE COMMUNITY COLLEGE STUDENT

There is no typical community college student. He or she may be young, middle-aged, or old. The student may be very bright, average, or academically deficient in basic reading, writing, and/or computational skills. In addition, it has been reported that community college students "feel inadequate as human beings, suffer from feelings of rejection, powerlessness, and are convinced that they cannot succeed" (Roueche, 1976, p. 12).

In community colleges, there appears to be two basic types of students. The first is the achievement-oriented individual, and the second is the failure-threatened individual.

Atkinson and Feather (1966) stated that achievement-oriented students will:

1. Be attracted to activities that pit their skills against some standard or the skills of others.
2. Strive more persistently than others to achieve a particular goal when given an opportunity to quit and undertake a different activity.

In contrast, failure-threatened students:

1. Avoid activities that pit their skills against a standard or the skills of others.
2. Will, if given a chance, avoid activities requiring a skill in which there isn't any certainty about the outcome.
3. View their chances of success at most new tasks as very unlikely because of their long history of failure.

In that a large percentage of students in community colleges possess

the traits of a failure-threatened individual, tutors should be aware of the characteristics of this type of individual. This awareness should help the tutor understand the importance of creating a learning environment in which students feel that academic success is guaranteed. In other words, the failure-threatened student will always try to avoid participating in any activity or series of learning activities because of the fear of failure. However, these same students will participate in a learning activity if it is presented in a logical, non-threatening, and pleasant manner which guarantees their success.

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APPENDIX C

A SYSTEMATIC TUTORING APPROACH

A SYSTEMATIC TUTORING PROCEDURE

Research indicates that effective tutoring must be systematic. In order to systematically create an environment for learning in your tutoring sessions, you can use the following steps:

1. Greet your tutee by name and make sure he or she knows your name. Also, if you come in contact with tutees anytime, you should be friendly and cordial toward them. This should help to develop a more meaningful and personal relationship.
2. Identify the objective or problem the tutee wishes to master. In this step, you and the tutee must both agree on the purpose of the tutoring session and a proficiency level.
3. Determine what the tutee already knows and what he or she does not understand. This can be done by asking them to explain how to solve a particular problem or by having them write out a solution to a given problem.
4. Formulate a plan to assist the student in mastering the objective or solve a particular problem. Depending on the amount of difficulty you discovered in step #3, you could:
   a. Show the tutee how to solve a given problem.
   b. Have tutees read some material on how to solve a particular type of problem.
   c. Identify any resources or personally introduce the student to someone who might be able to assist him or her in mastering the objective.
5. Evaluate tutees' progress frequently by having them to explain

and/or write out solutions to given problems.

6. Measure (when you feel the tutee is ready) to determine if the tutee has mastered the objective at the desired level before proceeding to the next one. Depending on what was agreed upon in step #2, you can measure the tutee's level of proficiency by having the student:
   a. Write the solution for a set of given problems.
   b. Write or verbally explain how to find the solution to a particular type of problem.
   c. Correctly demonstrate how to perform the given task.
   d. Write or explain some given materials.
7. Inform students of results. If they did not master the objectives at the desired level, suggest additional learning activities and obtain a verbal or written commitment from them to determine when they will seek additional help.

NOTE 1

At all times during the tutoring session, you must be patient, supportive, sensitive, and enthusiastic about the topic under discussion.

NOTE 2

You cannot replace the instructor and classroom instruction. Your job is to assist the instructor and supplement classroom instruction. To accomplish this task, you should meet with the instructor on a regular basis and discuss your tutees' academic progress.

APPENDIX D

TUTORIAL PROBLEMS AND REMEDIES

TUTORIAL PROBLEMS AND REMEDIES

During your tutoring sessions, you will encounter many students with the characteristics of the failure-threatened student discussed in Appendix B. To assist you in working with this type of student, review the following two examples based on personal experiences and complete exercises 1, 2, and 3.

EXAMPLE 1 — ATTITUDE TOWARD SUBJECT

PROBLEM: Your tutee says that he hates mathematics (or any subject).

REMEDY: The tutor should have the student discuss why he hates mathematics and explain to him that his negative attitude toward mathematics will affect his ability to master the course.

In this situation, you could emphasize that the reason most people hate a subject is that they have had little success in the course in the past. You should then get the student to examine the reasons for his poor performance in the past. Finally, you and the tutee should discuss ways in which he can avoid making the same type of mistakes. It should be noted that it is always helpful to share personal experiences with the tutee.

EXAMPLE 2 — FEAR OF FAILING COURSE

PROBLEM: The tutee says she knows that she is going to do poorly in the course, but she hopes the teacher will give her a C.

REMEDY: The first thing you must emphasize is that if she has already decided she will do poorly, she will do poorly. Secondly, you must make the tutee aware that the instructor is not going to give her a grade - grades are earned. You should also mention

that her major concern must be to understand the material and achieve competency in the course objectives. If this occurs, she will definitely pass the course and probably earn an A.

The remedies given in this section are not the only solutions. However, the most important thing to remember when working with your tutees is never let students say or do anything that will reinforce negative attitudes toward instruction or be detrimental to their mastering course objectives.

EXERCISE 1

Read the following hypothetical situations and write at least one remedy.

a. During a tutoring session, a tutee says that he did poorly on an exam because the teacher does not like him.

b. A student brings her homework to you and asks you to do it for her.

c. You are tutoring a couple of students and they want to spend time "gossiping" rather than participating in the learning activities.

EXERCISE 2

Write at least one example and the remedy for a situation you have or think you may encounter during a tutoring session.

EXERCISE 3

Discuss your remedies in exercises 1 and 2 with another tutor or an instructor. After the discussion, what would you do differently to solve the problem or problems?

ANSWER KEY: There is no one correct answer. You should decide if you handled the situations correctly.

APPENDIX E

RECORD-KEEPING SUGGESTIONS

RECORD-KEEPING SUGGESTIONS

It is very important that you monitor your tutees' progress on a regular basis. To assist you with this task, you should maintain a folder on all your tutees. This folder should contain:

1. A "Personal Data Form" which includes:
   a. The student's name and course for which tutoring is needed.
   b. The instructor's name, office number, and phone number.
   c. A list of objectives mastered during the semester (see Figure 1).
2. Chronologically arranged "Student Progress Forms" which should provide the following information:
   a. Student's name
   b. Date of tutoring session
   c. Objective(s) discussed
   d. Objective(s) mastered
   e. Date and time of next tutoring session if objective was not mastered
   f. Additional comments (this could include any special assignments or observations).
   g. Tutor's signature (see Figure 2).
3. A copy of tutee's class schedule and times available for tutoring.
4. Any other materials you feel may be needed to effectively tutor a student.

FIGURE 1 SAMPLE PERSONAL DATA FORM

Please answer questions 1 and 2:

1. Student's Name: _____

2a. I need tutoring in: _____

_____

_____

2b. I am having problems in: _____

_____

_____

2c. I am enrolled in: _____
(Course Tutoring is needed for)

2d. The instructor is: _____
Name Room Phone

3. _____ has mastered the following:
Student's Name

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

FIGURE 2 SAMPLE STUDENT PROGRESS FORM

SESSION #____

DATE: _____ STUDENT'S NAME: _____

COURSE: _____ INSTRUCTOR: _____

1. OBJECTIVE(S) DISCUSSED:

2. OBJECTIVE(S) MASTERED:

3. If student did not master objective(s), the next tuturing session is

_____
Day Date Time

4. ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____
Tutor's Signature

APPENDIX F

WRITING TUTORIAL OBJECTIVES

WRITING TUTORIAL OBJECTIVES

Most instructors will write objectives to assist their students in mastering a subject. However, if an instructor has not written instructional objectives, you should write tutorial objectives for your tutees.

A tutorial objective will be defined as a statement that informs tutees of what they want to master and how they will demonstrate mastery. All tutorial objectives should include:

1. The conditions or information the tutee needs to demonstrate mastery.
2. A statement which includes an action verb (define, explain, identify, write, describe, prepare, revise, etc.) that expresses what the tutee must do.
3. The criteria or level of proficiency by which the tutee will be evaluated.

Let us now consider several examples of tutorial objectives:

1. Given ten words in slang, the tutee will be able to translate these words into standard written English, being accurate nine out of ten times.
2. Given four problems involving addition of integers, the tutee will be able to solve these problems step-by-step, the proficiency level will be 100 percent.
3. Given the proper data, the tutee will be able to construct program control cards suitable for use on the BMD02V program, it must be done within an hour.

Based on the aforementioned information, you should be able to write a tutorial objective by completing the following sentence:

Given (write in conditions or information tutee needs), the tutee will be able to (write a statement that begins with a verb and tells the tutee what he must do), (write a statement explaining how to evaluate tutee's performance).

Having written a formula to assist you in writing a tutorial objective, this formula could be used to write the objective:

Given three linear equations containing two variables, the tutee will be able to draw a graph of these equations, he must have at least two complete correct.

EXERCISE

Write five tutorial objectives and have another tutor or an instructor check them.

APPENDIX G

COURSE SYLLABI

NOTE: IN THIS SECTION, YOU SHOULD HAVE A SYLLABUS FOR EACH COURSE IN WHICH YOU WILL BE TUTORING.

APPENDIX H

ADDITIONAL RESOURCES

NOTE: IN THIS SECTION, YOU SHOULD HAVE A LIST OF ANY ADDITIONAL RESOURCES THAT YOU HAVE IDENT FIED WITHIN THE COLLEGE TO ASSIST YOUR TUTEES.

APPENDIX I

HOMEWORK SOLUTIONS

NOTE: IN THIS SECTION, YOU SHOULD HAVE ANY INFORMATION THAT EXPLAINS HOW THE INSTRUCTOR WANTS HOMEWORK ASSIGNMENTS OR EXAMINAT DNS DONE.

ANSWER KEY - PART A

There is no one correct solution to the Pretest/Posttest or Exercise in this module. The solution depends on your instructional goals. Thus, only a few possible solutions are presented in this section.

PRETEST/POSTTEST

1. Tutors can be used outside the classroom to assist:
   a. the general student body.
   b. only those students encountering difficulties.
   c. you in monitoring every student's progress on a weekly basis.

   They could be used inside the classroom to change a class from a lecture to an individualized instruction format.
2. The basic procedure used to begin a peer tutoring program would be to:
   a. diagnose and assume the responsibility for correcting the problem.
   b. define goals and roles.
   c. eliminate problems and identify additional resources.
   d. determine and select possible solutions.
   e. implement and evaluate.
3. Tutors' progress would be monitored by:
   a. the instructor participating in as many tutoring sessions as possible.
   b. having tutors assume the role of tutor and tutee and then

having the instructor and/or other tutors discuss the strengths and weaknesses of their presentations.

4. The major points concerning the need for peer tutoring in the community college are:
   a. Instructional assistance is needed to accommodate the individual differences found in the classroom.
   b. Some students will more readily accept and follow the suggestions of their peers rather than their instructor.

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EVALUATION FORM

I would appreciate your thoughtful evaluation of this module.

A. Circle each of the words that express how you feel about this module.

Practical	Useful	Impractical	Useless
Provocative	Clear	Dull	Cloudy

B. How helpful was/were:

	Extremely Helpful				Not Helpful
1. The overall module	1	2	3	4	5
2. The objectives	1	2	3	4	5
3. The exercises	1	2	3	4	5
4. The readings	1	2	3	4	5
5. Pretest/Posttest	1	2	3	4	5

C. What I liked most was _____

_____

_____

D. What I liked least was _____

_____

_____

E. I would improve the module by _____

_____

_____

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